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ABSTRACT

The Cuauhtemoc Bilingual Preschool Project, Redwood City, California, is designed to teach Spanish-speaking preschoolers English in classes conducted in their homes. The lesson plans (called "English Experiences") are based on a set of principles: (1) establishment of a language relationship is an important means of motivating the child to learn the target language, (2) young children need a total development program, and (3) children learn by doing. Emphasis is placed on the child's need to learn language in real situations with concrete experiences, while retaining his original language and self-esteem. Teaching methods are discussed, and nine specific performance objectives of the Cuauhtemoc Project are outlined. A list of suggested activities, materials, books, and songs are included. A child's picture-word matching workbook is also included. (ST)

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A DEVELOPMENTAL PROGRAM FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO PRESCHOOL CHILDREN

By Janet Gonzalez-Mena

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A DEVELOPMENTAL PROGRAM FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO PRESCHOOL CHILDREN

English as a second language (ESL) programs sometimes leave much to be desired. They seem to be designed for efficiency on the assumption that language is something that can be lifted out of life (out of context) and instilled in a child. There seems to be a great need to bring out some of the more important aspects of second language learning in the child of three or four years of age.

"What's this?"
"It's a book."
"Where's the book?"
"It's on the table."

This little exchange sounds very familiar to people who grew up speaking another language and who recently learned English as a second language on a formal level. To those of us who are native English speakers it is perhaps more meaningful to put "¿Qué es esto?", "Was ist das?" or "Qu'est-ce que ce'est?".[1] It is quite possible that those teachers were using a packaged program to teach us. For efficiency the experts have carefully prepared, dissected, sterilized and put together into neat packages whole languages.

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[1] However, we may have never gotten to this point having started by learning to read and write the language. Today it is generally recognized that people need to speak a language first, therefore foreign language is taught audio-lingually, i.e. through listening, speaking and understanding.

Yes, we live in an age of pre-packaged goods, but we are learning how to handle them. Now we only start with a cake mix. Our creative minds begin to add other ingredients, perhaps even another cake mix, until the end product surpasses the original mix or even a cake made from scratch. I would like to suggest that educational packages can usually profit from being handled the same way.

The lesson plans presented here (more accurately called English experiences) are designed to be used only as a guide. They are based on a set of principles, which can be incorporated by anyone to either add more experiences to the set or to make his own guide.

Briefly, the principles are these:

1. Establishing a language relationship is an important means of motivating the child to learn the target language.

2. Young children need a total development program.

3. Children learn by doing.

THE NEED TO ESTABLISH A LANGUAGE RELATIONSHIP

The first problem to confront the teacher of ESL (indeed any foreign language teacher) is how to get the students to speak the target language. A little child of three or four years does not have the motivation of the adult leaving for Spain in 6 months who is enrolled in a Spanish class. After all, this little child has a means of communicating that is comfortable and familiar. Why should he struggle to add another means? The answer is simple.

He will struggle, in fact he will put forth great effort, if he feels a need. How can the teacher make him feel a need? She (or he) can do this by establishing an English language relationship with him.

Many teachers of ESL say over and over to their children, "Speak English; speak English!" They may even explain to the child in his native tongue why it is important for him to learn English. All this becomes unnecessary if an english language relationship is first established between teacher and child. Undue frustration on the part of the child is thereby eliminated.

This concept of language relationships can be easily observed in anyone who speaks more than one language. Perhaps an example would best explain this concept:

> Juan came to California from Mexico 10 years ago. He and his wife always speak Spanish to each other though both have learned English. Juan also speaks Spanish to his good friend, Jaime. But to Jaime's wife he speaks English because she was born in Texas. Although she speaks Spanish fluently, she is shy about it because people from Mexico have laugned at her accent and vocabulary. Juan is taking an English class. During the coffee break (when the language relationships become obvious) he speaks Spanish to Luis, who is from Chile. He speaks English to Pierre, a fellow student from France. At the restaurant where he works, he speaks English with the cook, an Anglo, and Spanish with the bus boy, a teenager recently arrived from Mexico.

Juan doesn't have to make decisions about which language to speak--it is an automatic reaction. If for

some reason he speaks English with someone with whom he has a Spanish-language relationship, he may very likely feel strange and uncomfortable. Language teachers need to know about this feeling. Better yet--they should have experienced this feeling themselves. Every effort should be made to minimize this negative state in the student whether adult or child. The best way to make the student comfortable speaking the target language is to establish a language relationship in that language from the beginning. The problem is to establish the relationship without frightening the child who speaks no word of the target language. The English Experiences show one means. They start with a few basic patterns which are repeated over and over. Once the student has grasped these patterns, he has something to hang on to in order to pull himself up to more and more English. Communication beyond the basic phrases needs to be done in the child's own language until he has added to his repertoire enough to make conversations possible. At the earliest moment the means of communication should become English. English should be used exclusively except when a child cannot be made to understand and then only in a situation where his lack of understanding is hurting or frustrating him.

My own experiences have convinced me of the importance of the language relationship in motivating the child. I have found that the children identify me as an English-speaking person who speaks Spanish. At first they say

everything to me in Spanish (in the case of the totally monolingual child). But as they develop English skill they begin to throw in the English they know, using Spanish only to supplement what they can't yet express. I have never had to say, "Speak English to me" because every child tries to use all the English he knows with me. This would not be true if I tried to teach English using Spanish as the vehicle. I have seen teachers do this very thing. "Dime 'car'". ("Say 'car' for me"). When the child wants to communicate with this teacher, he will use Spanish. He will save his English for the English lesson.

At this point a word needs to be said about giving the child ESL alone as opposed to including ESL as a part of a bilingual education. In the ESL-alone approach the child may have no adult in his school with whom he can have a relationship in his own language. He needs this two way thrust if he is to continue to grow and develop in his own language.[2] What often happens is that the child either takes on English entirely, or uses English exclusively for thinking, logical and intellectual processes,

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2 There is more than one way to handle this problem of the two languages. This method of separating the languages by teachers is but one of many approaches. A great deal has been published about bilingual education. One comprehensive publication is Bilingual Schooling in the United States by Theodore Andersson and Mildred Boyer, Southwest Educational Development Lab., Austin, Tex., 1970. See page 63, Vol. II for a typology of bilingual education.

keeping his own language for the home. He does not become a true bilingual since he has no words, tools or skills for higher thinking in his own language.[3]

The above is one of several strong arguments in favor of bilingual education as opposed to ESL by itself. This one is based on the view that the U. S. needs truly bilingual adults. Our education system in general has not only failed to produce bilinguals, but has actually discouraged the development of the native language in children who arrived at school with a first language other than English.

The second argument in favor of bilingual education has to do with the problems of low-income children whose dominant language is other than English. Many of these children fall behind in school and eventually drop out altogether.[4] The proponents of bilingual education for these children believe that the first language and self esteem of the child are so tied together that they cannot be separated. If you replace the native language of the child with English (which very often happens) you are saying to him that his language is not as good, less important, or not useful. Because a person's language is an

3 Herschel Manuel, Spanish-Speaking Children of the Southwest...Their Education and the Public Welfare, Univ. of Texas Press, 1965, p. 115.

4 Andersson, op. cit.

integral part of his personality, any affront to his language is a blow to his self esteem.[5]

The child at 3, 4 or 5 years of age has not yet developed in the area of language. That is, he has not yet incorporated the internal structure of any language into himself. He is still working on it. By six he has "conquered" language and then begins to refine it. If you introduce a second language while a child is developing his own, the chances are that there will be positive results only if you do nothing to stop his development in his first language. If, however, you cut off his first language in midstream, he may be left floundering in his new language. Studies show that children secure in their first language development acquire a second language faster and better.[6]

CHILDREN NEED A TOTAL DEVELOPMENT PROGRAM

The young child is not only in the midst of his language development, but also in his total development. He is forming concepts (which may or may not be considered as separate from language), he is working on other cognitive skills, such as problem solving. He is learning to interpret the messages from his five senses and developing perceptual skills. He is, of course, also developing motor skills

5 Andrew Cohen, Points of Interest about Bilingual Education With Specific Reference to the Spanish Speaking of the Southwest, mimeo, 1970.

6 Vera P. John and Vivian M. Horner, Early Childhood Bilingual Education, Modern Language Association, 1971, p xxiv, p. 171

(which can be tied to perceptions and called perceptual-motor skills).[7] For the adult, you can isolate one of these areas and teach it separately--such as language. For the child, isolating one skill from the others is doing him a disservice, since they are closely tied into each other if not actually inseparable. Perhaps an example will explain this idea better. Suppose your objective as an ESL teacher is to teach the English word for triangle. To the adult student you have to do nothing more than draw one, and tell him "triangle". You could also mention his word for it (although you might cause language interference if the word is similar, e.g. if you say triangulo and triangle together for the Spanish speaker, you may have him saying "tree-angle" or "try-angoolo"). The point is--he has the concept; all he needs is the English label for it. The young child may not have the concept or the label in any language. In fact, he may not even be able to perceive a triangle as yet. In other words--he may see no difference between a square and a triangle. He may feel no difference if given a block with three corners or four corners. What he needs is lots of experiences with triangles while he is acquiring the label. He needs to make triangles with crayons and clay, fit them together as in playing with blocks, touch , manipulate them...even

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7 Two of the three domains are discussed here--cognitive and psychomotor. The third, the affective domain, is discussed later.

eat them (as in half a sandwich). Then when he attaches a label he has a concept behind it. If he is given a label for a piece of paper cut with 3 corners--how does he know whether or not the paper is the defining characteristic, the color, the weight or the size? He builds the concept "triangle"--it is not instilled in him. Once he has the concept, he has little difficulty sticking a label on it. Ideally the label should be in his own language first. However, if he has really incorporated the concept he should have little difficulty in sticking two labels on it--"triangulo" and "triangle".

CHILDREN LEARN BY DOING

The above example also illustrates the third principle outlined in the beginning. Children learn by doing. How else can a child gain the experiences needed for language development? He needs to explore, experiment, find out for himself. From Piaget's work we can conclude that the child needs "active, self-discovery, inductively oriented learning experiences whereby...(he) is able to perform transformations on materials from the environment".[8] Knowledge cannot be instilled in the child. It is already there in him and needs to be awakened. The awakening comes from physical action on physical objects on the part of the child. From physical action the child moves to mental action on objects. Learning is interacting with the

8 Ellis D. Evans, Contemporary Influences in Early Childhood Education, Holt, Rinehart and Winston, New York, 1971, p. 235.

environment, not being told. With this in mind the ESL teacher will not hold up a picture of a ball and say, "Repeat after me, this is a ball". Yes, she can get the child to react to a picture of a ball with "This is a ball". But unless he has rolled balls, sucked on a jaw breaker, made snow balls, (for example) he is just parroting. He is like a machine spitting out that which has been programmed in.

We acquire meanings to words by their connotations not their denotations. Connotations are all the feelings that surround a word (and are different for each person). Denotations are the definitions of a word. John Holt states that he probably has a vocabulary of about 25,000 words, yet he has more than likely looked up less than 50 words in the dictionary in all his life.[9] He gained the denotations from the connotations--which he got from his personal experiences. Someone once said, "Language is caught, not taught." That seems to be a good motto for ESL teachers.

The social development of the child cannot be ignored. He is greatly hampered in his other developmental areas if his social development is lagging. I would suggest that social development and ESL can be tied together by insuring social interaction between the child and other children who speak the target language. The bilingual programs funded

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9 John Holt, The Underachieving School, Pitman Publishing, 1969, p. 83

under the federal money from ESEA Title VII recognize this advantage. They require that one third of the children in the program be native speakers of the target language (English). Furthermore they require that the learning be a two way proposition--that the English speaking children be given instruction in the native language of the other two thirds of the class.

SUMMARY

When the adult arrives in a foreign language class he brings with him a full language development. The job of the teacher is to work around his inhibitions and help him acquire a second language (or third or fourth). What the teacher does in the classroom probably has little effect on his own language except perhaps to give him some insights into it. The young child arrives in a quite different state. He is in the midst of his development--not only in his own language, but also in his conceptual formations (cognitive skills, perceptual-motor development). Another main difference between the young child and adult is that the child has not built up the walls of inhibitions to protect himself psychologically. He is anxious to learn and his mistakes serve to help him learn. He has been experimenting with sounds since he was tiny and in most cases he is more than willing to keep right on trying and imitating with his voice.[10] He is the most willing of

[10] He picks up ESL patterns like a baby picks up language patterns. You don't have to drill a baby. He snatches what he needs from the air.

students usually. What he needs is plenty of opportunities to hear and use the target language. There is no need for the sort of set program and hard structure of an adult class. The target language does not need to be "dragged out" of the child as it does with most adults. He does not need to be motivated. As long as he is speaking with a person with whom he has an english language relationship, he is most anxious to speak English with that person. If he is asked to play cars by two English-speaking boys that he likes, he is going to try his best to speak English with them. No one needs to stand over him and remind him to speak English.

In too many programs the total focus is on the level of achievement in language skills. We teach and evaluate in the cognitive area, skipping over the affective aspects completely. How does the child feel about his new skill and the culture to which it is tied? That is a question that should be asked. How did he feel about his own language when he entered the ESL program. Have his feelings about his own language changed? Has his language taken a back-seat position in his life? Evaluating the affective domain is difficult, to say the least, but it is no less important than the cognitive domain.[11]

A young child learns a second language in much the same way he learned his first one as a baby. He learns from those around him. They don't teach him--he learns.

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11 Eugene A. Nida, Some Psychological Problems in Second Language Learning; Teaching English as a Second Language, Edited by Harold B. Allen, McGraw-Hill, New York, 1965

He is anxious to learn--he needs to learn. He takes in little pieces of the whole world--as much as he can handle at one time. He takes in that which begins to make sense to him. I would suggest that teachers of ESL cannot teach a young child English, but function rather as the providers of experiences that enable him to learn.

DESCRIPTION OF THE CUAUHTEMOC BILINGUAL PRESCHOOL PROJECT.

A description of the Cuauhtémoc program can serve to illustrate how an ESL program fits into bilingual education. The Cuauhtemoc School[12] grew from the desire of a group of parents and several educators to provide a bilingual preschool experience in the home. From a small voluntary start grew a full program. The teachers are members of the Spanish-speaking community of Redwood City, California, trained by the program to conduct bilingual classes in the homes of the children enrolled. Each teacher has 6 children in her class. She picks up 5 each day and transports them to the home of the sixth on a rotating basis. There are four Spanish-speaking and two English-speaking children in each class. The teacher conducts the classes primarily in Spanish, using just enough English with the English-speaking children to make them feel comfortable. The ESL teacher travels from class to class giving a "lesson" (in reality an experience) in English each day. Because of this set up the children develop natural language rela-

12 Named for the last of the Aztec rulers.

tionships with both of the teachers.[13]

TEACHING METHODS FOR ESL

Some background on language teaching methods should throw some light on what methods are used in the English Experiences. The most popular method in use for ESL programs for young children at present is the audio-lingual method because it lends itself to packaging. This one uses oral repetition of speech patterns to teach speaking and understanding. This method is an efficient and effective way to establish basic skills. The audio-lingual method shows up particularly in the beginning and ending English Experiences.

The direct method is an older approach. It is a sort of sink or swim system. The child is thrown into a total language atmosphere. The teacher just begins talking to him in the target language. This is often the only method available to the monolingual teacher with a foreign speaking child in her classroom. This method is best used only after the child is secure in his relationships with the teacher and in his feelings about his own language and culture. The point he has reached in the development of his first language is also a determining factor.

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13 This statement is not always true of the English-speaking children, however. For several complicated reasons the level of Spanish skills in the English-speaking child is much lower than the level of English skills in the Spanish-speaking child.

The third common method of language teaching is grammar-translation. The young child is obviously not ready for formal grammar. Translation is a separate skill which does not come automatically with learning a second language. It seems wasted effort in most cases to include translation skills in an early program. It can even result in delayed fluency due to interference between the two languages.[14]

BEHAVIORAL OBJECTIVES AS OPPOSED TO WHOLE WORLD TEACHING

Early childhood educators seem to come from one of two schools. On one side are the accountability advocates. To them the statements of goals used traditionally by nursery school teachers are much too vague. "To help the child to better understand the world in which he lives" is a goal which is unmeasureable. These idealistic statements have been replaced by clearcut behavioral or performance objectives. These educators decide just what behavior will be exhibited by the learner and under what circumstances. They then set about to produce that behavior in the child.

The "Whole-World" teachers often feel frustrated by being narrowed down to behavioral or performance objectives. The problem, they feel, is that the needs and interests of the children are predetermined. The goals laid out may not take into account the special interests of any given class. The teacher may not be able to take advantage of unexpected happenings.

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14 Wallace E. Lambert, Psychological Approaches to the Study of Language: Teaching English as a Second Language, Edited by Harold B. Allen, McGraw Hill, New York, 1965, pp. 46-48

Both sides argue their cases convincingly. Perhaps it is best to reconcile the two views by taking behavioral or performance objectives as the long view, but letting the day to day lessons be guided by the whole-world view.

Regardless of the side of the above question they take, it is important that educators recognize the value of the wholeness of experience. Both John Holt[15] and James Hymes[16] devote much space to this topic. The world should not be broken up into little pieces, taken apart, called by different subject names, and taught for 15 minutes at a time. When the world is artificially broken into segments, it is hard for the child to ever get the whole thing back together again. A child who is not hampered by the inhibitions of an adult can live a whole experience in a second language. It does not have to be carefully programmed and gone at very methodically as it does for the adult. The child can learn by being immersed in the experience rather than having it all broken up into little pieces. <u>The child needs to learn language in real situations with concrete experiences</u>.

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15 John Holt, <u>op. cit.</u>

16 James L. Hymes, Jr., <u>Teaching the Child Under Six</u>, Merrill Pub. Co., Columbus, Ohio, 1968

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ENGLISH EXPERIENCES

The following are experiences (rather than lessons) of approximately one half hour duration to be used flexibily with small groups of preschool children. These experiences are not all-inclusive since good teaching depends upon the opportunities that arise as well as following the interests of the children. They are merely a guide to be used if nothing better is immediately at hand. To round out these experiences there should be field trips of all sorts, birthday celebrations, holiday celebrations (including holidays from the ethnic background of the children) and visitors from the community who have a special skill to demonstrate or share.

The first experiences are quite short and are designed as a get-acquainted period. They are comparatively structured since a child with no English feels lost without structure. The experiences get progressively unstructured until the end. The last experiences are designed to pull together the previous ones and insure that the behavioral objectives are met. They reflect an eagerness on the part of children to accept (perhaps even long for) structure after a long period of looseness.

HINTS FOR GENERAL STRUCTURE OF ENGLISH EXPERIENCES (WHEN NEEDED)

Greetings. Greet the children. Try to say something personal to each one using his name if possible. Ask them what they have been doing. Remark about anything personal that comes to mind--new shoes, a pretty dress, etc. The

idea is to get the children to talk to you in English and to make each one feel important (In the English Experiences this is called "casual conversation").

Songs. Sing a greeting song. Sing several other songs the children know--let them request songs. If the children are restless, sing a song with some physical activity involved. If they really seem to need to move around, do something quite active like "Ring Around the Rosy." If they are quite calm, save the physical activity until they seem to need it. (In teaching ESL songs help to develop rhythm and flow of speech. They also teach vocabulary and are easy for the children to memorize, therefore, the children are learning language patterns. Also songs give a cultural context to language learning.)

Main Activity. Try to involve all the children--but don't force anyone. Try to involve the shyer children without making them the center of attention and without pushing them. All the children may not show the same amount of interest in any given activity or any given day. Expect this. If no one is interested, try to change the way you are presenting the activity, or just stop and do something else. Try to be flexible. Let the children guide you rather than the lesson plan. Make the activity as interesting as possible. Use dramatics--use suspense and surprise, use a change of pace or voice level. Sometimes you can get the children's attention by merely starting to whisper. (The

objectives of the main activity vary from lesson to lesson. Sometimes there is a set of vocabulary words to be learned, sometimes a particular concept is to be emphasized, or several concepts--such as colors or numbers. Sometimes the objective is to sharpen the child's senses and give him the English words to describe his experiences, sometimes it is to give him a chance to hear and practice a particular set of sentence patterns.)

Good-bye. Sing another song or two if it seems appropriate. If possible this time can be used for more casual conversation such as that at greeting time. Mention when you will be seeing the children again.

Suggestions. Use the children's names as often as possible. Tell them your name and encourage them to use it. Try to deal with the children in positive ways, complimenting good behavior rather than scolding for less desireable behavior.

Behavioral (Performance) Objectives

The following objectives (behavioral or performance objectives) are for the Spanish-speaking children enrolled in the Cuauhtemoc Home Centered Bilingual Preschool:

After 150 days of instruction, 85% of the students will be able to do the following in English when asked to do so in English:

a. State his full name and age.
b. Point accurately to his head, nose, mouth, ears, knee, neck and elbow.
c. Give the names for six parts of the body from a list of ten (head, nose, mouth, ears, eyes, arm, hand, leg, foot, knee).
d. Identify and label six out of eight colors (red, yellow, blue, green, orange, purple, black and white).
e. Shown the picture of a triangle, square and circle, identify them by name.
f. Name the numbers up to ten.
g. Describe, using a simple sentence, one function of each of the following: fireman, nurse, teacher, doctor, policeman.
h. Given pictures will correctly identify seven out of ten common animals, food items or community helpers studied in the curriculum.
i. Sing, with a group, five simple songs in English.

CUAUHTEMOC PROJECT
SECOND LANGUAGE TEST-ENGLISH

(Used to provide baseline data and evaluate attainment of performance objectives)

Circle the numbers of the items that the child knows. Date._____

Teacher's name_____ Child's name_____

1. What is your name?
2. What is your last name?
3. How old are you?
4. Show me your eye
5. " head
6. " nose
7. " mouth
8. " ears
9. " knee
10. " neck
11. " elbow
12. What is this? (head)
13. " (nose)
14. " (mouth)
15. " (ears)
16. " (knee)
17. " (neck)
18. " (elbow)
19. " (eye)
20. " (leg)
21. " (foot)

(Materials-8 squares-green, yellow, white, black, blue, red, orange and purple.)

22. Show me the green one.
23. " blue one
24. " yellow one
25. " red one
26. " white one
27. Show me the orange one.
28. " black one.
29. " purple one.
30. What color is it? (red)
31. " (yellow)
32. " (blue)
33. " (green)
34. " (orange)
35. " (purple)
36. " (black)
37. " (white)

(Materials -triangle, circle, square)

38. What is this? (triangle)
39. " (square)
40. " (circle)
41. Can you count to ten?
42. What do firemen do?_____
43. What do doctors do?_____
44. What do nurses do?_____
45. What do teachers do?_____
46. What is it? (cow)
47. " (dog)
48. " (cat)
49. " (horse)
50. " (apple)
51. " (eggs)
52. " (bread)
53. " (milk)
54. " (policeman)
55. " (doctor)
56. Sing 5 songs.

GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
1. Get acquainted learn names learn phrases: good morning hello what's your name? goodbye	Hello. Using a hand puppet introduce yourself to the children. Tell them your name and find out theirs. Sing the song "Good Morning to You" several times.	Hand puppet
2. Get acquainted practice phrases: good morning good-bye learn phrases how are you? fine, thanks rhythm* language* memory* small muscle dev.	Greetings. Song: "Good Morning to You" (review) "Where is Thumbkin?" Using paper finger puppets sing the song with the hand motions. (Start with thumbs up behind your back. Bring them out one at a time as you sing "Here I am." Take them back one at a time as you sing "run a-way" Continue with other fingers.) Encourage the children to sing with you or at least join in the hand motions. Make enough finger puppets for all or else share yours.	Hand puppet paper finger puppets (home made)
3. Phrases: good morning (r)** hello (r) how are you? (r) fine, thanks (r) words: house window door roof square triangle	Greetings Songs: "Good Morning to You" (r) "Where is Thumbkin?" (r) Flannel Board House. Talk about houses, using pictures. Mention the shapes that correspond to the parts of the house. Let the children put the pieces of flannel on the flannel board to build houses.	Hand puppet pictures of houses flannel board felt cut into: BIG squares little squares triangles

*Rhythm, language and memory are always involved in learning songs. Therefore, they will not be mentioned with every song in the goals and objectives. Singing increases fluency to a great extent because of the rhythm and flow.

** review

GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
4. Phrases of greeting (r) Phrases: Which one is different? Which ones are the same? Words: square (r) triangle (r) visual discrimination	Greetings Songs: "Good Morning to You." "Where is Thumbkin?" Which one is different? Lay out 4 blocks that are the same and one that is different. Ask the children one at a time to pick out the one that is different. Let the child hold it as a reward. Let a child be "teacher".	Hand puppet 4 square blocks 1 triangular " 1 cylindrical" 1 stick
5. Greeting phrases (r) visual perception visual memory Phrases: What's missing? What is this? It's a... Words: keys penny rock car ball pencil	Greetings Songs: review What's missing? Lay out objects on a tray, naming each one and asking the children to say the names. Cover them with a cloth (a rebozo is appropriate for Mexican children). Remove the cloth with one of the objects inside. Do the harder ones first so that the more advanced children finish their turns first and the easy ones are left for the shy children. Let children hold object that they identified as missing.	Hand puppet tray cloth (rebozo) small objects keys rock toy car ball pencil penny
6. Greeting phrases(r) listening skills words dog cat ice cream	Greetings Songs: review Story: Hi, Cat. Read or tell the story according to the level of the children. The simplest way is to just talk about what the children see in the pictures	Hand puppet book - Hi, Cat

	GOALS and OBJECTIVES	ACTIVITIES	MATERIALS
7.	Greeting phrases Self esteem understanding the idea of reading and why* listening skills	Greetings Songs: (review) See me read. Lay out all the names of the children. Ask each child to pick out his own name. Ask more mature children first so that fewer names are left for younger children to choose from. When each child has his own name, turn your back and whisper each child's name, having him bring it up to you. Read it without looking at the child so he can see you are identifying him from the words on the paper.	Hand puppet cards with each child's name
8.	Greeting phrases Phrases: tell me... give it to... words: family mommy daddy, baby sister brother	Greetings Song: (review) Family in a bag. Have a toy family in a bag. Take out mother first. Ask who she is and what they can tell about her--what she does, what she wears, etc. Give her to child who answers to hold. Continue through each member of family. Have children pass dolls from one to another so all have a chance to hold one and talk. Encourage them to talk about their own families.	Hand puppet family of small dolls
9.	Greeting phrases Words: big middle-size little	Greetings Songs: (review) Story of the Three Bears. Tell the story keeping it as simple and repetitious as	Hand puppet Book, The Three Bears.

* Why we need to learn to read is an important first step in acquiring the skill and is included in the English Experiences whenever possible.

GOALS & OBJECTIVES	ACTIVITIES	MATERIALS
9. (Cont.) bears bowls beds chairs daddy (r) mommy (r) baby (r)	possible. Emphasize size.	
10. Greeting phrases	Greetings Songs: (review)	Hand puppet
memory words: same as #9	Review story of The Three Bears." Using flannel board and pictures have children tell story. Ask questions when needed to help chil children along.	
classification	Put pictures on flannel board in rows of bears, chairs, beds and bowls. Ask the children how all the pictures in the chair row are alike--the bed row, etc. After you finish all the vertical rows ask children how all the pictures are alike in the top horizontal row (they are all big). In the middle row (all middle-sized) In the bottom row (all little).	flannel board pictures of 3 bears 3 bowls 3 chairs 3 beds
11. Greeting phrases	Greetings Songs: (review)	Hand puppet
Dev. of touch Phrase: What size is it? words: big	Size game. Put three objects of the same class but different sizes into a bag without letting the children see them. Let a child reach in. Tell	bag Objects of 3 sizes: spoons rocks buttons

*A supplementary lesson to this one is to let the children act out the story using props.

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
11.	(Cont.) middle-size little spoon rock button shell ball	him to feel all three then take one out and tell what size it is. Don't correct him, but take out others and lay along side of the one the child chose. let him tell if he was right or not.	shells balls
12.	Greetings	Greetings Song: "Maria Has on Black Shoes"	Hand puppet
	Classification idea of reading words: wet dry corn beans chile peppers seeds food big (r) little (r)	<u>Match seeds to fresh food.</u> Let children touch, smell, taste and talk about their experiences with the food. Get them to talk to each other about it--not just to you. Have the seeds in envelopes with labels. Point out that you can read the words.	fresh corn fresh chile fresh beans seeds corn chile bean labeled envelopes
13.	Greetings self expression	Greetings casual conversation	Hand puppet
	words: blue yellow eye-hand coordination	<u>Name and classify beads</u>. Name the two colors. Then ask the children to name them. Give the beads out one at a time to the child who can name the color. Let the children string them. Then ask for all the yellow ones back. Then all the blue ones. Let the children "plunk" them in the box.	box of large wooden beads blue and yellow shoe strings

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
14.	Greetings self expression colors words: green yellow (r) blue (r) red longer longest	Greetings casual conversation Songs: "Shoe Song" (r) Name and classify beads. Tell children the names of the colors. Hand out beads one at a time, mixing colors and asking child to name them. Give bead to child who names it to string. Compare length of strings. Then have them take beads apart and give all the reds to one child to string, all the greens to another, etc. Compare length of the different strings.	Hand puppet large wooden beads - green, yellow blue red shoe strings
15.	Greetings self expression rhythm words: fast slow loud soft	Greetings casual conversation Song: "Itsy Bitsy Spider" Rhythm instruments. Let the child experiment on their own at first. Then have them follow you, playing fast, slow, loud and soft. Then try giving verbal directions without leading them. Let the children take turns being teacher.	Hand puppet rhythm instruments
16.	Greetings self expression Listening skills words: bean (r) big (r) mother (r) mad sequence	Greetings casual conversation Songs: (review) Jack and the Bean Stalk. Tell the story of Jack and the Bean Stalk making it as simple and short as necessary. Plant a bean with the children after the story.	Hand puppet Flannel board pictures for Jack and the Bean Stalk bean pot of earth

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
17.	Greetings self expression	Greetings casual conversation songs: (review)	Hand puppet
	Visual discrimination words: bugs magnifying glass different (r) same (r)	Bug game. Give each child a set of cards with bugs on them. Three on each set are alike, one is different. Let them use magnifying glasses to tell which one is different. Give younger children large easy ones. After children tire of game, go looking for real bugs to examine.	Sets of bug cards*
18.	Greetings self-expression	Greetings casual conversation songs: (review)	Hand puppet
	Phras : What do you have? words: key shell spoon penny nickel scissors	Silhouette game. Play a game matching silhouettes to real objects. Give out the objects to hold first and talk about the names by asking the children, "What do you have?"	Cards with silhouettes of real objects* key shell spoon pennny nickel scissors
19.	Greetings self expression sense of touch words: light heavy hard soft rough smooth big (r)	Greetings casual conversation Songs: (review) Describing attributes. Talk about each item, letting children touch. Then put in a bag and bring out the objects one at a time. Ask the children to describe each after they have	Hand puppet Variety of balls such as nerf ball, golf ball, marble tennis ball, jack ball, ping pong

*Make these yourself or better yet get one of the parents to make them for you.

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
19.	(cont.) little	held and felt them	ball
20.	Greetings self expression colors words: day night moon star sun dress pants shirt pajamas	Greetings casual conversation Songs: "Shoe Song" (adding pants and shirt). <u>Day and night</u>. Show them pictures and ask them questions to get them to distinguish between day and night. Give children pages from catalogues with clothes and pajamas. Let them cut and sort day wear from night wear.	Hand puppet pictures of day and night catalogues (Sears, Wards, etc.) scissors
21.	Greetings self expression classification color matching visual discrimination	Greetings casual conversation Song: "Shoe song" adding socks. <u>Sort small colored beads</u>. Put one bead of each color into each section of an egg carton. Name the color as you put it in or ask the children to. Give a mature child a handful of beads and ask him to sort them. Let the others have a turn. Don't correct mistakes--the other children will do that automatically without a fuss.	Hand puppet box of small wooden beads egg carton
22.	Greetings self expression words: head shoulders knees toes eyes ears mouth nose turtle	Greetings casual conversation Song: "Head and Shoulders" <u>Story of the Tortoise and the hare.</u> Tell the story. Then let the children retell if using the pictures.	Hand puppet flannel board pictures of turtle and rabbit or book of "Tortoise and the Hare"

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
22.	(cont.) rabbit fast slow		
23.	Greetings self expression	Greetings casual conversation Song: "Head and Shoulders" done fast and slow	Hand puppet
	words: same as #22	The Tortoise and the Hare. Let the children act out the story. Review the story with pictures if necessary. Go outside and run races.	Same as #22
24.	Greetings self expression	Greetings casual conversation songs: (review)	Hand puppet
	visual discrimination words: eyes, nose mouth face	Match faces. Give each child a face, talk about nose, eyes and mouth. Hold up a face and ask which child has one like it.	Cards with pairs of faces*
25.	Greetings self expression	Greetings casual conversation songs: (review)	Hand puppet
	self esteem words: long (r) short (r) head (r) arm hand shoulder (r) body leg foot	Draw big me's. Lay each child down on paper. Have different lengths of paper so you can talk about whether it is long enough, or whether the child needs a long one or a shorter one. Draw around the child talking about the parts of the body as you draw them. When child gets up, write the labels on the parts. Let him color his picture.	butcher paper of different lengths felt pen crayons

*Make these (or have a mother do it). Make very simple features. Each pair has something different about it. One may be smiling, one may have the eyes closed, etc.

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
26.	Greetings self expression	Greetings casual conversation Songs: review	Hand puppet
	Words: feet legs body hands arms head	Pumpkin Head story. See song sheet for story. Tell story. Let children supply words when you show them the parts of the body. Let children retell story using flannel board figures.	flannel board parts of body* feet legs body hands arms pumpkin head
27.	Greetings self expression	Greetings casual conversation Songs: review	Hand puppet
	curiosity words: big (r) little (r) hard (r) soft (r) inside pod seed (r) fly	Science - seeds. Hold up a bag. Ask if they can guess what is inside by the sound it makes when you shake it.** Tell them seeds are inside (if they didn't guess). Talk about seeds. Then ask if they want to see a big one or a little one first. Lay out a seed of the size requested on the tray. Let children handle. take out other seeds. Let children open pods. Talk about the concept of how seeds travel. Stick some to the children--"fly" others.	Large variety of seeds and pods tray magnifying glass
28.	Greetings self expression	Greetings casual conversation Songs: "Old MacDonald"	Hand puppet
	self esteem words: jump over	Jack be nimble. Say rhyme having each child jump over the candle stick when you substitute his name for Jack	Candle and holder

*Make these out of paper with flannel backing.
**Use this suspense technique to build curiosity whenever possible

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
29.	Greetings self expression	Greetings casual conversation	Hand puppet
	self-esteem rhythm words: hands fingers thumb	Read story, Hand, Hand, Fingers, Thumb. Let children retell story. Draw outline of each child's hand for him to take home. Write his name on his paper.	Book, Hand, Hand, Fingers Thumb felt pen paper
30.	Greetings self expression	Greetings casual conversation Songs: reveiw	Hand puppet
	Idea of reading sequence memory	Picture story. Get the children to talk about some recent event or trip they may have all experienced. Draw pictures on a big paper in a left to right-top to bottom sequence depicting the "story". Write a word story on big paper from the picture story. Later put the picture story on a ditto so that each child can take it home and retell it himself.	Paper felt pen
31.	Greetings self expression	Greetings casual conversation songs: review	Hand puppet
	self-discovery colors small muscle dev.	Mix colors. Give an ice cube tray filled with water to each 2 children. Put red, blue and yellow food coloring in 3 compartments. Let children discover what colors they can make using eye droppers to transfer colors.	Ice cube trays (small cubes) food coloring eye droppers
32.	Greetings self expression	Greetings casual conversation songs: review	Hand puppet

GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
32. (cont.) large muscle dev. creative movement self expression words: circle square	Express roundness and squareness with body. Ask children how many ways they can think of to make a circle with their bodies. Then ask them to express squareness.	Music if desired
33. Greetings self expression	Greetings casual conversation songs: review	Hand puppet
small muscle dev. visual discrimination word: circle (r)	Read story The Wing of a Flea. Give each child a paper circle to keep. Then ask what can be drawn with circles. Draw what they suggest. Keep drawings very simple --mainly the circle with just enough features to recognize.* Give each child paper and crayons and let him draw his own "cicle" pictures.	Book Wing of a Flea Circle for each child Paper felt pen papers for each child felt pens or crayons for each child
34. Greetings self expression	Greetings casual conversation songs: review	Hand puppet
small muscle dev. visual discrimination word: square (r)	Read story The Wing of a Flea (part on squares only.) Repeat #33 using squares.	Same as #33 only using squares
35. Greetings self expression	Greetings casual conversation songs: review	Hand puppet
small muscle dev. visual discrimin-	Read story The Wing of a Flea. (part on triangles	

*A good adult drawing may inhibit the children's drawing.

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
35.	(cont.) ation word: triangle	only). Repeat #33 using triangles	Same as #33 only using triangles
36.	Greetings self expression	Greetings casual conversation songs: review	Hand puppet
	visual perception words: knife, fork spoon (r) comb keys (r) purse candy circle (r) square (r) triangle (r)	Read book Shapes of Things. Let children say what objects the shapes represent. Ask them also what they are used for and who uses them.	Book Shapes and Things.
37.	Greetings self expression	Greetings casual conversation songs: review	Hand puppet*
	colors eye-hand coordination	Throw ball into apple tray. Have an apple tray (or large egg carton) with different colored paper glued into each indentation. (or paint the inside of each a different color). Have matching color chips to give out. Let children take turns throwing a ball into tray. If he can say the name of the color where it lands, give him a chip of that color.	Apple tray with colored indentations color chips
38.	Greetings	Greetings	

*By this time you may have wanted to stop using the hand puppet. The children shouldn't need it any more to get them to talk.

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
38.	(cont.) self expression	casual conversation songs: review	
	visual perception eye-hand coordination phrases: turn it around it's upside down words: big (r) little (r) corner point colors shapes	Puzzles. Give out puzzles. Let children work them with as little interference as possible. Try to give them out according to development so that no child has one too hard that might frustrate him. Each child needs to achieve success. Give verbal help to those who need it rather than touching the pieces yourself. Encourage children to talk and work together.	Wooden puzzles of varying degrees of difficulty
39.	Greetings self expression	Greetings casual conversation; songs:	
	self esteem words: bigger smaller foot left right	Foot Book. Read Foot Book. Let children retell if they want. Then draw around each child's foot and compare size. Talk about bigger and smaller. Give child his foot outline to take home. Do the "Hokey Pokey"	Foot Book papers felt pen
40.	Greetings self expression	Greetings casual conversation Songs: review	
	visual perception match colors name colors	Color game. Hold up color chip. Ask children who has seen this color in the room. Give chip to child who can find that color in the room. Tell him he can take his chips home. Talk about the names of the colors. Children can count number of chips of each color at the end of the game.*	lots of color chips

*Keep competition out of this (and all games). If the children count with competition in mind, then leave out the counting.

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
41.	Greetings self expression	Greetings casual conversation Song: "Five Little Monkeys"	
	visual perception number concepts	Dominoes. Lay out a domino. Cover half. Turn others over one at a time until children see one that is the same as the one in the middle. Build a long line of dominoes. Then let the children play without structuring the game for them.	Dominoes
42.	Greetings self expression	Greetings casual conversation songs: review	
	classification	One of these is not like the others. Play game as you have previously using cards with pictures.	Sets of pictures tings with wings things with wheels things with legs
43.	Greetings self expression	Greetings casual conversation songs: review	
	colors numbers (one to one relationship) social concept-giving words: roof banana bird grapes apple pear	Tell story Mr. Rabbit and the Lovely Present. Before you begin give out a colored paper to each child (red, blue, yellow and green). Ask children how many will be needed so that each child has one. Let child pass out number he says so he can see if he was right or not. Ask him how many more he needs (or how many were left over) if he did not have the right number. Then tell story asking children to hold up correct color when you come to it in story.	Book Mr. Rabbit and the Lovely Present. small squares of paper red yellow blue green

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
44.	Greetings self expression	Greetings casual conversation songs: "Two Little Blackbirds".	bird finger puppets
	Words: big (r) little (r) soft hard small muscle dev. cooperative effort sharing	<u>community collage</u>. Let children make a collage (large) out of the seeds studied earlier for science. Encourage them to talk and work together. This could be an ongoing project with the children bringing seeds and gluing them on whenever there is time.	sturdy base for collage seeds glue
45.	Greetings self expression	Greetings casual conversation songs: review	
	words: stove pot carrots onion pepper celery soup	<u>Read story, Stone Soup</u> Let children retell. Talk about how you will make stone soup the next day. Ask each child to bring a vegetable.	Book, <u>Stone Soup</u>
46.	Greetings self expression	Greetings casual conversation songs: review	
	Cooperation small muscle dev. words: same as #45	<u>Make stone soup</u>. Let children cut up vegetables they have brought. Add to broth with a stone in it. Cook and eat.	broth rock pot
47.	Greetings self expression	Greetings casual conversation	

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
47.	(cont.) cultural identification words: potatoes carrots (r) onions (r) peppers (r) garlic celery	Tell story Mexicali Soup. Give out cards with pictures of vegetables for children to hold. Have them hold up card when it comes up in the story	Book, Mexicali Soup Cards with potatoes carrots onions peppers garlic celery
48.	Greetings casual conversation number concepts number symbols one to one correspondence words: more less	Greetings casual conversation songs: review Use book Numbers of Things. Use cards just like the objects in the book. Give the younger children the shorter numbers. Pass out all cards. Ask who has the card that matches the book for each page. Ask how many objects he has on his card. Ask how many are in the book. Ask if they are the same. At the end ask if one child has more than another. Then ask if one child has less than another, etc.	Book Numbers of Things Home made cards corresponding to book
49.	Greetings self expression cooperative effort sharing small muscle dev. sensory experience cultural identification future gratification	Greetings casual conversation songs: review Make piñatas. Make with a balloon base and paper maché strips. Talk about what they are used for and what is inside them. Talk about how they will look finished. Let the children getting their hands in the paste.	balloon bowl for paste thin paste newspaper

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
50.	Greetings self expression	Greetings casual conversation songs: review	
	same as #49	Decorate piñatas. Let children pop balloon inside dry paper maché casing. Decorate with tissue paper. They can either wad up small squares into "flowers" or glue on fringed strips.	tissue paper cut into squares or strips glue
51.	Greetings self expression	Greetings casual conversation songs: review	
	same as #49	Break piñata. With children's help fill with candy and confetti (if you can stand the mess). Hang. Let children break with stick. They will probably resist being blindfolded, but it is just as much fun with small children to skip the blindfold.	hook rope candy confetti
52.	NOTE: From this point on the Experiences have less of the structure of the first lessons. The greetings are less formal and conversation should be occuring naturally, therefore does not have to be written into each session. Singing should follow the desires of the children. New songs are written in at intervals.		
	sequence words: can't catch run cow pig rabbit (r) fox	Tell story of the Gingerbread man. Tell or read story. Let children retell it. Show pictures to help them recall sequence	Pictures or book of the Gingerbread Man

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
53.	measuring math concepts cooperation words: cut bake oven	Make gingerbread men. Let children prepare dough. Talk about measuring. Either cut and bake for this time or save for next time.	ingredients for gingerbread rolling pin board cookie cutters baking sheets
54.	small muscle dev. eye-hand coordination	Gingerbread men. Cut out and bake if not already done. Decorate with frosting and cake decorations.	frosting cake decorations
55.	colors small muscle dev. eye-hand coordination words: longest shortest	String beads. Take colored beads one by one out of box and ask color. Give to each child who names it to string on his string. After all are strung, ask which string is longest. Which is shortest. Then have them take all beads off and restring by colors. Have various amounts of each color so you end up with long and short strings. Be sure the child who had the shortest string the first time has the color with the most beads so that he comes out with the longest this time. Talk about longest and shortest again.	Large wooden beads shoe strings
56.	listening skills self esteem	Song: "Jack in the Box" Ask child to pop up when he hears his own name. substitute the children's names for Jack.	
	sense of touch visual memory colors	Guess beads by touch. Give out beads for the children to feel. Have the children name colors and notice shapes.	

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
56.	(cont.)	Put beads back into box. (leave out one row for a sample if the children need it) Put one bead from box into bag. Have a child feel it. Ask him to guess from the shape what color it is.	bag large wooden beads
57.	colors eye hand coordination seriation	Nesting barrels. Let children play with barrels, sorting and discovering seriation. Encourage them to talk to each other and cooperatve.	Several sets of nesting barrels
58.	colors visual perception memory	Pea game. Put the barrel halves up side down. Put a pea under one of the barrels. Move the barrels around. Ask the children which barrel is the pea under. Have them describe rather than point in order to practice colors.	set of nesting barrels
59.	auditory perception	Who has the bells? Have one child close his eyes and stand in the center of the room. The other children begin to move about. Place jingle bells in one child's hands. He moves about jingling the bells. At a signal all children stop and put their hands behind their backs. The one in the center of the room opens his eyes and tells who has the jingle bells.	jingle bells
60.	Seriation Season concepts words snow button hat eyes (r) nose (r)	Frosty the Snowman. Talk about the story of Frosty. Ask how many	

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
60.	(cont.)	of the children have seen it on tv. Then teach the song. Use pictures. Finally let the children make Frosty on the flannel board with 3 sized circles. For mature children have circles with little difference in size. For the younger ones bessure that the little one is much smaller than the medium-sized one and that one much smaller than the big one.	Pictures of Frosty the Snowman flannel board circles of white felt
61.	coordination of touch to sight words: circle square triangle	<u>Match shapes to outlines.</u> Put a block in a bag and ask each child to match the shape to the outline on a paper. Have papers of various levels of difficulty. For instance, one might be just two figures--a square and a circle. For more advanced children have papers with many shapes and sizes of shapes.	bag blocks papers with outlines of the blocks drawn with felt pens
62.	words: bird nest egg cat (r) dog (r) chicken cow (r) car (r) boat plane mother (r) up down	<u>Story- Are You my Mother?</u> Read story letting children supply the words and parts they know.	Book - <u>Are You My Mother?</u>
63.	words: duck little (r) swim	New Song: "Little Ducky Duddle" <u>Play with blocks.</u> Let the children play freely with	

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
63.	(cont.) conversation through social interaction with other chilren words: long-short big-little round-square	the blocks. Encourage them to interact. When it is time to put them away, ask them to put them back in order. This way they have to notice the shapes and relationships. Talk about long, short, big, little, round, square, etc.	Set of kindergarten unit blocks
64.	words: up-down in-out under-over big-little stop-go day-night work-play hello-good-bye	Story- Go,Dog, Go. Read story letting children tell as much of it as they can. If time and interest, go through it again letting them tell all of it.	Book - Go, Dog, Go
65.	sequence visual memory colors ordinal numbers (first, second, third)	Cars in cardboard tubes. Show children cars of different colors, reviewing the names of the colors. Then show them a long cardboard tube. Tell them that it is a tunnel. Put the cars in the tunnel one at a time, talking about the colors and the order. Ask the children to guess which one will come out first. Can make this harder and harder by adding more cars (start with 2 or 3).. also by asking them to guess 2nd, 3rd, last, etc.)	Six cars of different colors
66.	sequence casual relations self expression	Book: What Happens Next? Read or tell book to children asking them to predict what will be the outcome of each happening	Book - What Happens Next?

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
67.	Eye-hand coordination colors word: stick fish	Fish with a magnet. Paper fish of different colors with a paper clip on each are laid out on the floor upside down. The children take turns fishing up different colors. Ask them to name the color that they fish. Can add to this game by leaving the clip off of one fish. When child discovers that one doesn't "stick" try to ask him questions to get him to discover why.	fish- made with a colored side and a plain side paper clips fishing pole magnet
68.	visual perception words: eyes (r) nose (r) mouth (r) head (r) face (r)	Visual perception plaques. Use plaques of matching faces. Make the tasks as easy or as hard as the children require. For the easiest, take two plaques and lay them down in front of the child. Show him a third and ask which one it goes with. Can add more and more to the row on the floor to make game harder. Hardest of all is to spread out all plaques and let children pair them up.	Visual perception plaques*
69.	spatial relations words: on (r) under (r) over (r) in (r) beside between in front of in back of inside	Card game. Divide cards into two sets so that you have at least one of each concept. Deal out one set. Lay out one and ask who has the one that goes with it. When child shows mate, ask why they go together.	

*ade by
**Made by

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
70.	self expression fluency self esteem phrases: What's your name? How old are you? Who is in your family?	Tape recorder. Let children record and hear themselves. Record group songs--then individual conversations. Ask children about themselves. Have them ask each other questions.	tape recorder
71.	same as #70	Tape recorder. Repeat #70. Encourage the children to tell stories.	Tape recorder
72.	Words (all review) feet legs body hands arms head	Pumpkin Head Story. Retell story using some other more appropriate head.	flannel figures for Pumpkin Head Story.
73.	visual memory	Concentration. Play game by showing four cards. Talk about the pictures asking the children to say names. Then turn the cards over one at a time repeating the names. Ask child what picture is on the first one, second, etc. Repeat with different cards. Can add to the number for more mature children or subtract for younger children.	14 cards with pictures
74.	Words: house mouse chair stair clock sock floor door hear rhyming sounds	Book - People House. Read through once letting the children supply the rhyming word from the picture. The second time let them read the whole book.	Book - The People House
75.	self esteem sequence	Three Bears on tape. Review the story of the Three Bears letting the children retell	

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
75.	(cont.) words: (all review) big middle-size little chair bowl bed girl sleep scared cry	it on the tape recorder Play it back as many times as they care to hear it.	Book - The Story of The Three Bears. tape recorder
76.	eye-hand coordination imagination words: white sweet cube	Build with sugar cubes. Let children build and decorate sugar cubes. Encourage them to talk and work together. Let children make frosting first themselves.	sugar cubes powdered sugar cardboard bases cake decorations
77.	seeing relationships words: shoe sock comb brush tooth brush tooth paste fork spoon rock shell penny nickel	What goes together? Using real objects lay out several and ask children which ones go together. Can be simple--with two objects (ask do these go together?) or put out three--two of which belong and one which doesn't. Listen to the children's explanations of why certain objects go together. It may be different from what is expected (e.g. fork and nickel go together because they are both metal).	shoe sock comb brush tooth brush tooth paste fork spoon rock shell penny nickel
78.	eye-hand coordination colors shapes sequence	String beads. Give each child a cup of beads and a string. Ask them to make a design like teacher's. For	Wooden beads shoe strings

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
78.	(Cont.)	younger children reduce the variables. For example, give them beads of the same shape in their cups--so they have to consider color alone. For the older child you can mix colors and shapes. After they can copy a design while watching, step behind a screen. Tell them how to put the beads on. Then show them yours and see if theirs are the same.	
79.	curiosity colors conversation	Take a walk to smell flowers. Walk around neighborhood looking for flowers to smell. Encourage conversation among the children.	
80.	sequence words: large medium small goat	Story-The three Billy Goats Gruff. Tell story using book or flannel board figures. Let children tell story afterwards.	flannel board figures for Three Billy Goats Gruff or book
81.	shapes numbers	eat "shaped" cookies. Let children choose if they want a circle, triangle or square cookie. Talk about numbers of corners. Can match the cookies to outlines on paper.	Cookies cut into:* circles squares triangles

*Get a mother to make these.

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
82.	Social studies concepts words: fireman policeman teacher doctor nurse	Community workers in a bag. Describe community workers one at a time. After each description ask the children if they know who it is. Take out of bag so they can see if they are right.	bag pictures of community workers or dolls
83.	Value of reading sequence science concepts: wind seasons	Fly kites. Bring a kits. Put it together in front of the children having them help as well as to suggest what to do next. Make a point of reading the instructions. Fly when ready.	Kite tail string
84.	Expression of feelings fluency conversation	Song-"If You're Happy and You know it." Sing all verses of song. After each talk about that particular emotion. Ask children if they have ever felt that way. Pictures of people showing emotions will help to get the children to talk.	Pictures of people showing emotions
85.	Colors eye-hand coordination	Colored ball game. Using small balls of different colors--sit on floor--legs apart. Ask child what color he wants. Roll him the color he asks for. Ask him to roll it back. Let children who know all their colors be "teacher". For child who know some colors take out the wrong color sometimes and ask if that was the one he wanted.	Balls of different colors

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
86.	Words: face eyes nose mouth	Flannel board face. Let chilren build faces on flannel board from a variety of features and blank faces. Be sure to include a choice of skin color.	flannel board blank faces variety of features
87.	colors	Book- Caps for Sale. Read story. Then let children dramatize it using caps.	Book- Caps for Sale caps for each child
88.	Listening skills sequence words: fire fireman(r) house family (r) children mommy (r) daddy (r) firetruck	Record of Five Little Firemen. Play record showing pictures in book. Let children re-tell story without record.	Record- The Five Little Firemen.
89.	Affirmative and negative statements social studies concepts words: fireman (r) coat boots hat ax hose pole	Surprise in an egg. Put pictures of fireman tools in plastic Easter eggs. Ask what color the children want to open. Then ask, "Is there something inside that a fireman uses?" If there is, ask them to tell you how he uses it.	1 dozen plastic Easter eggs tiny pictures of fireman tools tiny pictures of other things
90.	auditory discrimination words: salt beans(r) rice paper clip rock (r) penny (r)	Surprise in an egg-sounds. Show children salt, beans rice, paper clip, rock and penny. Talk about names. Then ask them which one is inside the egg. Shake plastic egg and let them guess. Let them shake it too. Give them choice of what color to open next.	1 dozen plastic eggs rice beans salt pennies rocks paper clip

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
91.	Words: egg (r) rabbit (r) duck friends bread inside (r) on top of(r) down (r)	Story- The Golden Egg Book. Tell story letting children contribute to the story.	Book- The Golden Egg Book
92.	colors eye-hand coordination	Tiddly-winks. Let children play tiddly-winks. Talk about colors.	buttons or twiddly-winks set or Ants-in Pants game
93.	colors words: same (r) different (r)	Eggs in eggs. Put small plastic eggs inside large ones. In some match colors. In others have different colors. Can also put in jelly beans of matching and non matching colors for added interest.	plastic eggs-small and large jelly beans
94.	Sensory awareness words: smell nose (r) food flowers soft smooth rough	Talk about pictures letting children smell and touch when appropriate.	Book-
95.	Social interaction conversation words: car road fast slow	Play cars. Let children make roads and play cars. Encourage them to cooperate and talk together.	small cars gas station parking garage etc.
96.	Eye-hand coordination visual perception	Puzzles. Bring a variety of puzzles out. Be sure some are simple and some	Puzzles

	GOALS AND OBJECTIVES	ACTIVITIES	MATERIALS
96.	(Cont.) colors shapes	harder. Let children work. Encourage cooperation.	
97.	Social studies concepts words: airplane helicopter car truck fly airport gasoline	Airplane book. Find a book with good pictures of airplanes. Let children talk about pictures. Then let them play with toy airplanes and an airport.	toy airplanes airport or blocks to make one airplane book
98.	Social studies concepts words: train track cars	Trains. Find a book with good pictures of trains. Let children talk about pictures. Then let them play with a toy train set.	train book train set
99.	Parts of body	Smell game. Talk about the names of the parts of the body. Take one child out of room and put smell on his knee (or elbow or neck). Let children discover where the smell is. End by putting smells on each child wherever he wants.	vanilla extract almond " anise " lemon " perfume

100. Individual work on a one to one basis. Use and aide (parent or volunteer if no staff member is available) to engage the class in some unstructured activity such as art, blocks, etc. Work with each child to make his own "book". This "book" is a means of assessing weakness (as far as performance objectives are concerned) so that effort can be concentrated. As child conqueres each item of the objectives the picture is glued in. Some children may become interested in learning to read the words. The book also serves to raise the self esteem for the child. It also gives the parent a chance to know what specific items his child has learned. Although the book reflects

only a minute part of second language learning, it does tend to make the parent reinforce the child's success when he can understand the specific items learned. Because of the great influence parent expectations have on the achievement of a child it is a good idea to get as much positive reinforcement from home as possible.

SONGS FOR ENGLISH EXPERIENCES

Good Morning

Good morning to you,
Good morning to you.
We're all in our places
With sunshiney faces.
Oh, this is the way
To start a new day.

Twinkle, Twinkle

Twinkle, twinkle, little star.
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky
Twinkle, twinkle Little star
How I wonder what you are.

Itsy Bitsy Spider

The itsy bitsy spider
went up the water spout.
Down came the rain and
washed the spider out.
Out came the sun and
dried up all the rain.
The itsy bitsy spider
went up the spout again.

Shoe Song

María has on black shoes,
black shoes, black shoes,
María has on black shoes
And so does Juan.

variation

María has on black shoes,
black shoes, black shoes,
María has on black shoes
And white socks.

Thumbkin

Where is Thumbkin, Where is Thumbkin?
Here I am, Here I am.
How are you today, Sir?
Very Well, I say, Sir.
Run away. Run away

Where is Pointer, etc.

Where is Middleman, etc.

Where is Ringman, etc.

Where is Little man, etc.

Where is everybody, etc.

If You're Happy

If you're happy and you know it, clap your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it,
Your face will surely show it,
If you're happy and you know it, clap your hands.

If you're sad and you know it, close your eyes..etc.

If you're mad and you know it, kick your foot..etc.

If you're surprised and you know it, open your mouth..etc.

Shoe Song
(clothes variation)

María has on blue pants,
blue pants, blue pants,
María has on blue pants
and so does Juan.

variation

María has on blue pants,
blue pants, blue pants,
María has on blue pants
And a white blouse.

SONGS FOR ENGLISH EXPERIENCES

Head and Shoulders

Head and shoulders, knees and toes.
Head and shoulders, knees and toes.
Eyes and ears and mouth and nose.
Head and shoulders, knees and toes.

Five Little Monkeys

Five little monkeys jumping on the bed
One fell down and bumped his head.
Mother called the doctor,
The doctor said..
"No more monkeys jumping on the bed."

Four little monkeys jumping..etc.

Two Little Blackbirds

Two little blackbirds sitting on a hill,
One named Jack and the other named Jill.
Fly away, Jack. Fly away Jill.
Come back, Jack. Come back Jill.
Two little blackbirds sitting on a hill.
One named Jack and the other named Jill.

Frosty the Snowman

Frosty the snowman was a jolly, happy soul,
With a corncob pipe and a button nose
and two eyes made out of coal.

Little Ducky Duddle

Little Ducky Duddle went swimming in a puddle,
a puddle, a puddle quite small.
Said he, "It doesn't matter,
How much I splash and splatter.
I'm only a ducky, that's all.

Jack in the Box

Jack in the box, way down in the box
Until somebody opens the lid!!
(children crouch down until they hear "lid". Then they jump up)

Hokey Pokey

You put your right foot in,
You put your right foot out,
You put your right foot in
And you shake it all about.
You do the Hokey Pokey
And you turn yourself around.
And that's what it's all about.

Left foot etc..

Both feet etc..

Jack Be Nimble

Jack be nimble.
Jack be quick.
Jack jump over
The candle stick.

Old MacDonald

Old MacDonald had a farm
E I E I O
And on his farm he had a chick
E I E I O
With a chick, chick here
And a chick, chick there
Here a chick, there a chick
Everywhere a chick, chick
Old MacDonald had a farm
E I E I O

Cow - moo, moo
donkey - hee haw
dog - bow wow
cat - meow, meow

SUPPLEMENTARY SONGS
FOR
ENGLISH EXPERIENCES

Rain Song

It's raining
It's pouring
The old man is snoring
He went to bed
And bumped his head
And couldn't get up
in the morning.

Rain, Rain

Rain, Rain go away.
Come again some other day.
Little _____wants to play.
(Use childrens' names--use
"big" instead of little for
a change)

Three Little Witches

One little, two little, three little
witches
Fly over hay stacks, fly over ditches.
Slide down moonbeams without any
hitches
Hey ho, Halloween's here!!! HEY

Jingle Bells

Jingle bells, jingle bells,
Jingle all the way.
Oh what fun it is to ride
In a one horse open sleigh
Ohhh
(repeat)

We Wish you a Merry Christmas

We wish you a Merry Christmas,
We wish you a Merry Christmas,
We wish you a Merry Christmas,
And a Happy New Year.

The story of Pumpkin Head

It was a dark and windy night.
A little old lady sat in her house sewing.
Suddenly she heard "WHOOOOOOOOO"
Then there was a knock at the door (KNOCK, KNOCK)
The door opened.....(CREEEAAAK)
And there stood a great big pair of feet.
The feet walked in (SLAP, SLAP, SLAP), and sat down in the rocking chair beside the old lady.
The old lady said, "How strange!!" and went on with her sewing.
Pretty soon she heard, "WHOOOOOOOOO".
Then there was a knock at the door. (KNOCK, KNOCK).
The door opened (CREEEEAAAAK).....There stood a great big pair of legs.
The legs walked in (SLAP, SLAP, SLAP)...
And climbed up on the feet that were sitting in the rocking chair.
The little old lady said, "How strange!" and went on sewing.
Pretty soon she heard, "WHOOOOOOOOOOOO"
Etc. (body, arms, hands, neck, pumpkin head)
Story ends whn pumpkin head says, "BOO". And the two of them lived happily ever after.

BOOK LIST
FOR ENGLISH EXPERIENCES

1. Brown, Margaret Wise, and Hurd, Edith Thacher, Five Little Firemen, Golden Press, 1949.

2. Brown, Margaret Wise, The Golden Egg Book, Golden Press, 1949.

3. Eastman, Philip D., Are You My Mother?, Random House, Beginner Books, New York, 1960.

4. Eastman, Philip D., Go, Dog, Go, Random House, Beginner Books, New York, 1961.

5. Emberley, Ed., The Wing On A Flea, Little, Brown, Boston, 1961.

6. Hitte, Kathryn, Mexicali Soup, Parents' Mag., 1970.

7. Hoban, Tana, Shapes and Things, Macmillan, 1970.

8. Izawa, T., and Hijikata, S., The Three Bears, Grosset and Dunlap, New York, 1971.

9. Keats, Ezra Jack, Hi, Cat! Macmillan, 1970.

10. Ledieu, Theo. and Achle, Roy, In A People House, A Bright and Early Book, Random House, New York, 1972.

11. Lewellen, John Bryan, The True Book of Airports and Airplanes, Chicago Children's Press, 1956.

12. Oxenburn, Helen, Numbers of Things, Watts, 1968.

13. Peikins, Al and Gurney, Eric, Hand, Hand, Fingers, Thumb, A Bright and Early Book, Random House, New York, 1969.

14. Seuss, Dr., The Foot Book, Random, 1968.

15. Slobodkina, Esphyr, Caps for Sale, Scott, 1947.

16. Strejan, John and Penick, Ib, What Happens Next? A Sesame Pop-Up, Random House.

17. Weigle, Oscar, Colors and Shapes, A Touch and Smell Book, Grosset and Dunlap, New York, 1972.

18. Zaffo, G. J., The Big Book of Real Trains, Grosset, 1963.

19. Zolotow, C. S., Mr. Rabbit and the Lovely Present, Harper, 1962.

"My Book" Sample

The following "book" was used during the final weeks of school for several purposes.

1. As a review of the concepts to be tested as stated in the performance objectives.
2. To provide a teaching aid to be used with an audio-lingual approach. It was found that some children had mastered the concept, but not the English label. The audio-lingual method in conjuction with pictures in the book seemed to be a quite efficient way to teach the labels.
3. To enhance self esteem. The children were highly motivated to make "their books." Each new word conquered was the source of much pride. In addition to the intrinsic rewards felt by the students, they received much attention and praise from the parents when they brought the books home.

Child's Name

Photograph

circle

square

triangle

yellow

purple

green

Orange

red

black

blue

white

neck

elbow

leg

foot

knee

eye

mouth

head

ear

cat

horse

cow

dog

egg

apple

bread

milk

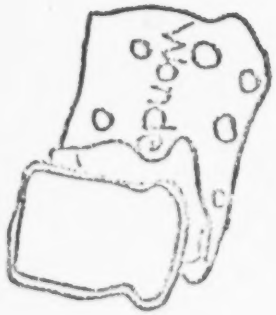
policeman

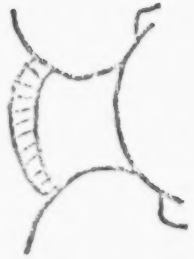
fireman

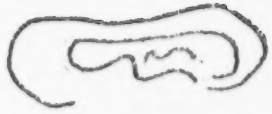
nurse

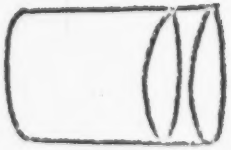
doctor

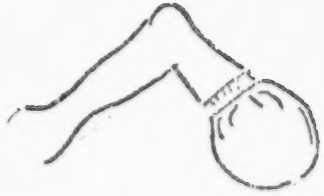
teacher

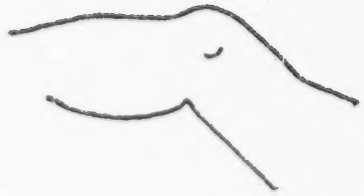


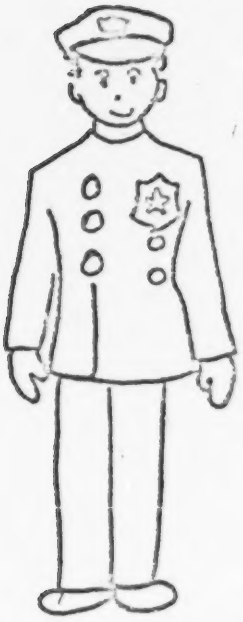


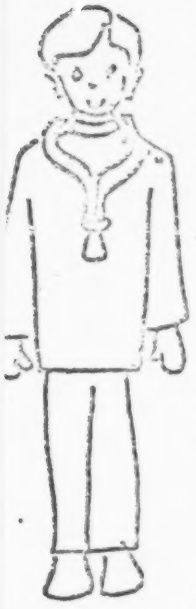


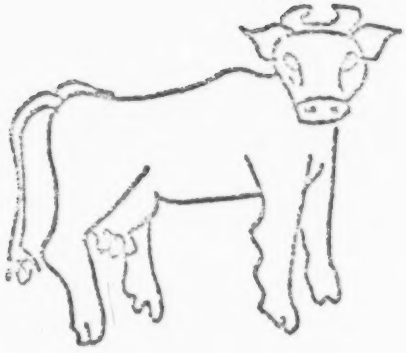


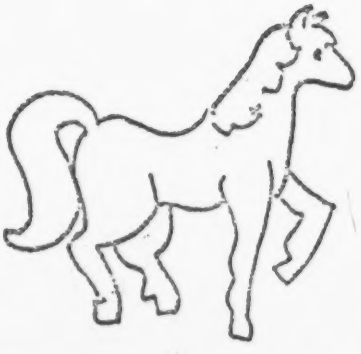








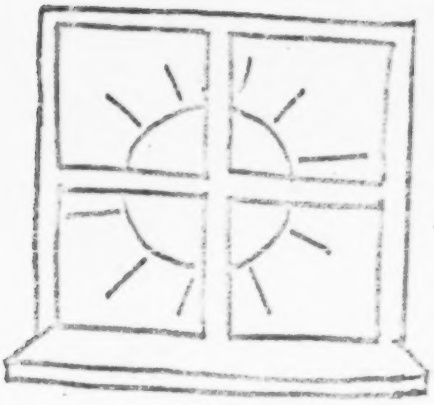


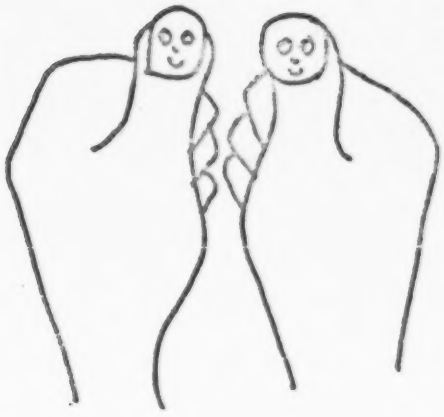


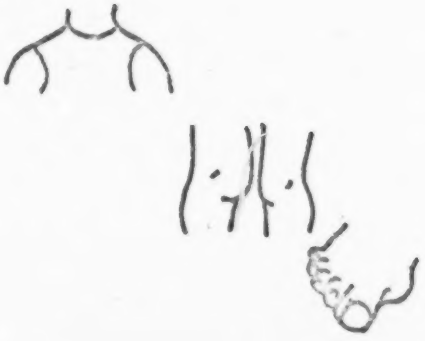
My Songs

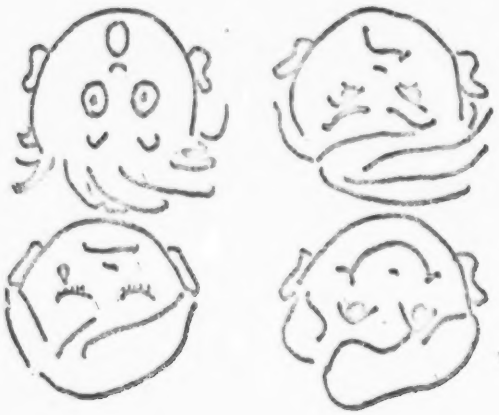
SONGS
SAMPLE PICTURES

(For the child to paste in his book to represent the songs he has learned)









My Pictures

(Include several blank pages for the child to draw on and make his own creations)